ANTI-BULLYING PROCEDURE FOR STUDENTS

INTRODUCTION

This statement should be read in conjunction with Single Equality Scheme, College's Disciplinary, Safeguarding & Child Protection Policy and Complaints Procedure. Core issues relating to staff, not involving students, please refer to the Anti-bullying policy (staff) (harassment).

The Bullying Alert Form is for instances of a student being bullied i.e. the victim. Complete the Behaviour Alert Form for behaviour which causes concern. This may include instances of aggressive or intimidating behaviour to others.

Lancaster & Morecambe College is committed to providing a supportive, friendly, safe and positive learning environment in which bullying is unacceptable. All staff and students have the right to be treated with respect and must not be discriminated against or disadvantaged as a result of their age, colour, ethnic origin, family responsibility, gender, marital status, nationality, race, religion, belief, sexual orientation, socio-economic status or disability.

OBJECTIVES

This policy aims to ensure that:

- All students are provided with a safe environment at Lancaster & Morecambe College

- All students and staff understand what bullying is, how it affects individuals and that bullying in any form is unacceptable

- All staff are able to spot and identify incidents of bullying

- Students feel confident in reporting bullying

- Bullying can be monitored across College

- The College deals effectively with all incidents of bullying.

DEFINITION

Bullying is *hurtful behaviour* – often repeated over a period of time – where it is difficult for the person being bullied to defend themselves. Bullying generally occurs when a person or a group of people exert their power over another person or group of people. It can cause the victim serious physical and mental problems and can ruin an individual's chances of success both in College and in their future career.

Bullying can:

- be emotional (for example, tormenting, excluding someone)
- be physical (punching, kicking or any use of violence)
- be sexual (unwanted physical contact or sexually abusive comments)
- be verbal (name calling, sarcasm, spreading rumours, teasing),
- be racist (racial taunts, graffiti, gestures)
- be homophobic (comments about sexuality)
- include e mail, text, social networking, instant messaging, sending viruses, interactive gaming, abuse of personal information or other forms of cyber bullying

Signs and symptoms of bullying can include:

- becoming anxious or withdrawn
- crying
- having nightmares
- poor attendance or performance at College
- being frightened of walking to or from College
- not wanting to go on the College/public bus
- change in usual routine
- possessions going 'missing'
- stealing or asking for money
- unexplained cuts and bruises
- becoming aggressive or unreasonable
- lack of confidence
- bullying other students or siblings
- threatened or attempted suicide
- changes in eating patterns
- loss of motivation.

1. Policy

Bullying of any kind is not tolerated at Lancaster & Morecambe College. If it does occur, students are urged to voice their grievance so that incidents can be dealt with promptly and effectively according to the procedures below. Students will be supported and listened to when bullying is reported.

Support is available to all students and, where appropriate, parents, carers and guardians will be encouraged to reinforce the work of the College.

2. Procedures

2.1 For staff

Confidentiality

As a general guideline, members of staff will respect confidentiality of the individual as long as it is consistent with the College Safeguarding & Child Protection Policy. Promises of confidentiality should not be guaranteed, as the matter may develop in such a way that this cannot be honoured due to the person being at risk of harming themselves or others. Where confidentiality has to be broken, then the complainant should be involved in that process.

2.1.1 If you are the person to whom the incident is reported, or who first discovered the incident, take time to make the situation safe, if necessary, that is, control the bully and provide support for the victim. Call on another member of staff if you need to.

Rights of the Student

2.1.2 Students who bring a complaint have the right to speak to someone of the same sex if this is their choice at any stage of reporting or investigating.

2.1.3 Students who bring a complaint have the right to be accompanied by their parent/guardian/carer, the Programme Mentor, or friend, or other advocate, at all times during formal interviews and investigations.

2.1.4 Students who bring a complaint have the right not to be confronted by the alleged bully during any discussions or interviews.

2.1.5 Students who bring a complaint, and alleged bullies, must be informed of their rights under the College's Disciplinary Policy, and be clearly informed as to what the steps of the investigation will be by the member of staff dealing with the incident.

Procedure to deal with bullying

2.1.7 It is important that any issues of concern are dealt with promptly. A failure to do so may lead to further and possibly more serious forms of abuse taking place.

2.1.8 Give the victim the opportunity to sit and informally discuss the situation; provide a 'listening ear'.

2.1.9 Ascertain whether the incident is a bullying situation (refer to definition).

2.1.10 If the incident is a bullying situation, summarise the College policy and procedure to the student – that bullying is not tolerated and it is important for the College to know if bullying is a problem, in order to provide appropriate support for them and other students who may be at risk. Inform the student that although you have a duty of care to report the incident, they can give as much or as little information as they feel comfortable with.

Reassure the student that the case is reported to the Programme Mentors, who are an impartial team who will work closely with the faculty and can provide support. This will mean that bullying has been recognised by the College and that the Programme Mentor will contact them to see if they can help in any way. The Programme Mentor will not contact the bully, tutors or anyone else involved without the student's knowledge. The Programme Mentor can provide mediation and liaise with staff and students if, after speaking to the student, this is something the student thinks will be beneficial.

2.1.11 Use the Report It or Anti Bullying form on the Hub (http://lsr119/Teams/HealthandSafety/SitePages/Report%20It%20Staff.aspx), or fill out the Bullying Alert form, either electronically on the Report it button on the Hub or paper. Complete as much of the Bullying Alert Form as possible with the student. Accompany the student to Student Services with the form. If this is not possible, forward the form to the Programme Mentors. The Programme Mentor will contact the student within one week of the receipt of the form, at the very latest, and whenever practical, immediately. The Programme Mentor will also feedback outcomes to you on a Feedback Form (Appendix 3).

2.1.12 Let the student know about other areas of support for example, the Counselling Service, Students' Union, and possible mediation within the department. Below are guidelines for mediation if the student would prefer the tutor or Programme Area Manager to provide mediation. Also run through the useful strategies and online support detailed in this document.

2.1.13 Mediation

The mediator can help participants to resolve their dispute and to co-exist at the College, through using the following procedure:

- both parties define the problem as they see it, individually with the mediator
- the impartial mediator identifies the key issues for both parties - these are listed on paper
- at the end of the individual session with the mediator, the mediator ascertains whether or not the parties are willing to meet each other, along with the mediator. This is the point when real mediation can take place, if both parties are willing to try, to move towards reconciliation
- at the joint meeting, led by the mediator, both parties should be encouraged to speak and express their opinion with only one person allowed to speak at a time. The mediator needs to firmly control the meeting to ensure it does not turn into a battle.
- the mediator sets up a plan of action which will satisfy each party and obtains agreement on these
- a follow up meeting is agreed and the situation monitored at agreed intervals.

2.1.14 Follow the disciplinary/exclusion procedure for students http://lsr119/Policies/Policies%20and%20Procedures%20temp/Disciplinary%20and%20Exclusion%20policy%20and%20procedure%20for%20students_draft.doc , if appropriate, ensuring that the victim and alleged bully are interviewed separately. Complete an incident, accident, injury, disease or dangerous occurrence reporting form http://lsr119/Forms/Student%20Forms/accident%20incident%20report%20david or%20%202011.xsn with the student, if appropriate. Incidents involving serious harm, or the threat of serious harm, to an individual, may result in serious disciplinary sanctions, up to and including exclusion on the grounds of gross misconduct (see Disciplinary Policy and Procedure).

2.1.15 Follow the Safeguarding & Child Protection Policy and Procedure http://lsr119/Policies/Policies%20and%20Procedures%20temp/Safeguarding%20Child%20Protection%20policy.docx for serious incidents involving students under the age of 18, or students identified in a vulnerable category.

2.1.16 If bullying is occurring within a tutor group, consider holding a tutorial session to address this issue and give students the opportunity for discussion. Speak to Student Services to see what help there might be available to support work in tutorials.

2.1.17 See Appendix 1 for a flowchart detailing this procedure.

Alleged bullying of a student by a member of staff

A student who feels that she/he is being bullied by a member of staff should talk to a member of staff they feel comfortable with. This member of staff should complete a Bullying Alert Form (Appendix 2) and take this to the Head of Faculty. If it is not possible to resolve the issue, the student can ask to record the complaint at Reception. The complaint will be investigated and the student will be contacted regarding the outcome.

Parents/Carers/Guardians

▪ Parents/Carers/Guardians of a person being bullied and alleged bullies under 18 will be encouraged to work in partnership with the College to achieve positive relationships between students.

▪ Parents/Carers/Guardians of students under 18 should contact or be referred to the Programme Mentors, if they suspect or know that their son/daughter may be involved in bullying, either as a person being bullied or as an alleged bully.

Supporting the bully

There is often an underlying reason for bullying behaviour. A bully can be very insecure and may:

▪ have been bullied themselves
▪ be afraid of becoming a victim to someone else
▪ want to be accepted into a certain group
▪ want to be well known for their physical status
▪ have low levels of self-esteem and self confidence.

Support may be required to enable a bully to change his/her behaviour. Breaking patterns of behaviour and expectations of other students and staff may make him/her a victim to others. Bullies wishing to reform should be encouraged to seek help and advice from the College Counsellors, Programme Mentors or be put in touch with external support organisations such as Childline or KidScape. A bully should be encouraged to change his/her behaviour and should not be intimidated, humiliated or made to feel uncomfortable when seeking support.

2.2.   For students

2.2.1   If you feel that you are being bullied by another student, **tell someone**. This may be a tutor or lecturer, a Programme Mentor or someone in Student Services, or any other member of staff. If you feel you are being bullied by a member of staff speak to your Programme Area Manager or Programme Mentor.

2.2.2   The member of staff will:

- provide an opportunity for you to talk about the situation

- ask if you are happy for them to take a written statement from you

- give you strategies to help you deal with the situation

- refer you to a specialist member of staff to handle your complaint if appropriate.

The College has a disciplinary/exclusion procedure which may be used against the alleged bully, depending on the situation.

2.2.3   If action is to be taken against the alleged bully, he or she will be interviewed separately.

2.2.4   If you are under 18 years old, the College may notify your parents/carer of what has happened and what action is being taken.

2.2.5   If a written statement is taken from you, this will be sent to the Programme Mentor who will contact you to offer support.

2.2.6   Confidential counselling sessions are available in Student Services if you would like additional support to help you through the incident.

2.2.7   Alternatively, complete the Bully Report Form (see Appendix 4) on the Hub under the 'Report It' button or pick up a paper version from Student Services or Students Lounge and return to Student Services.

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Some Student Strategies for Dealing with Bullying

Students are encouraged to follow these guidelines:

If you are being bullied the following responses may be helpful:

- Inform your parents, or someone close to you

- Inform a Programme Mentor, or the nearest available member of staff, giving as much information as you can, either verbally or by a note

- You may want to ask a friend to do this on your behalf

- If you don't want to talk to a member of staff, complete the Bully Report Form http://lsr119/Teams/HealthandSafety/SitePages/Report%20It%20Staff.aspx , which can be picked up at Main Reception, the Goldfish Bowl, Students Lounge and Student Services and return this to Student Services

- Keep some kind of record of what is going on

If you are aware of someone else being bullied:

- Do not stand and watch; get help from a member of staff

- Give sympathy and support to students who may be being bullied

- If you know of any bullying, try to persuade the person being bullied to tell a member of staff.   If this fails you should tell a member of staff yourself. Remember, the person being bullied may be too scared or insecure to report the incident(s). You have the right to remain anonymous if you wish

- A person's safety and well-being are far more important than being thought of as "a grass"

- If you don't want to talk to a member of staff, complete the Bully Report Form, which can be picked up at Main Reception, the Goldfish Bowl, Students Lounge and Student Services and return this to Student Services,

Useful Resources and Websites:

General:

- Anti Bullying Alliance - www.anti-bullyingalliance.org.uk

- Beat Bullying - www.beatbullying.org

- Bullying UK - www.bullying.co.uk

- Childline - www.childline.org.uk

- Kidscape - www.kidscape.org.uk

Cyber Bullying:

- http://yp.direct.gov.uk/cyberbullying/
- www.digizen.org/cyberbullying/fullFilm.aspx)
- http://lsr119/Policies/Policies%20and%20Procedures%20temp/E-Safety%20for%20students%20-%20Keeping%20Safe%20Whilst%20Using%20Computer%20Systems%20-%20Play%20IT%20Safe.doc
- http://lsr119/Policies/Policies%20and%20Procedures%20temp/Computer%20Passwords%20-%20Play%20IT%20Safe.doc
- http://lsr119/Policies/Policies%20and%20Procedures%20temp/Student%20Computer%20Use%20-%20Play%20IT%20Safe.doc

Homophobic Bullying:

- EACH - Educational Action Challenging Homophobia - www.eachaction.org.uk

- Schools Out – www.schools-out.org.uk

Support for students with Learning Difficulties and Disabilities:

- Mencap - www.mencap.org.uk

Support for parents:

- Parent Plus - www.besomeonetotell.org.uk

3. College Resources

Please see the 'Services and Support' and 'Forms' section on the Hub for links to a variety of college resources including staff and student guides to anti-bullying; bullying alert form; feedback form; Bully Report Form; Student Union staying safe leaflets.

4. Monitoring and Evaluation

Bullying in the College will be monitored carefully. Success will be judged both by the number of incidents which have been disclosed and how far re-offending amongst bullies has been reduced. This information will be gathered in the following ways:

1. Statistical analysis of Bullying Report Forms received by the Programme Mentors

2. Specific questionnaires designed to identify the extent of bullying within the College
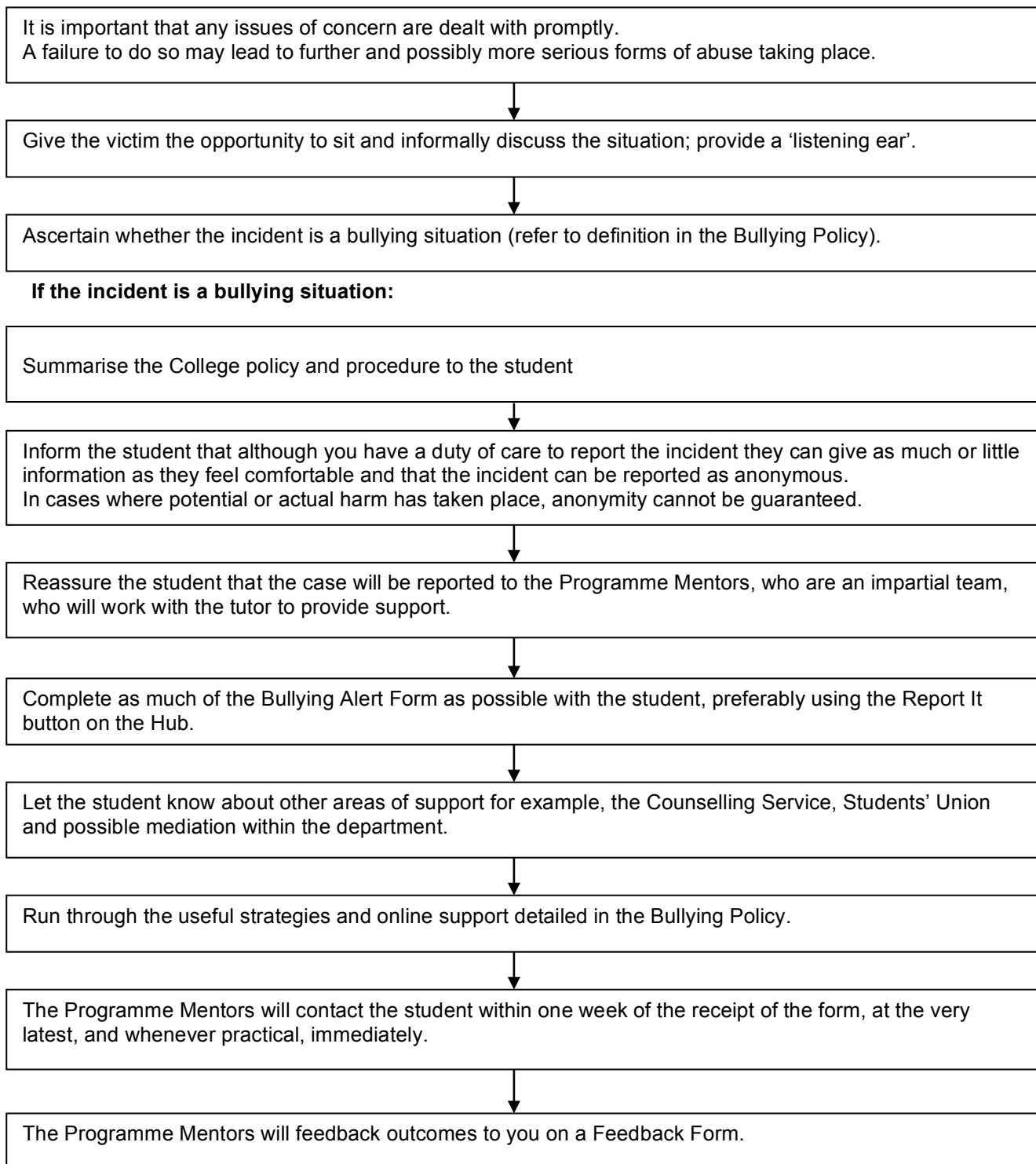
3. Focus groups at the Student Conference

5. Conclusion

Effective application of this policy should ensure that Lancaster & Morecambe College can provide all students with a safe environment, where they enjoy the right to be treated with respect at all times. It should also ensure that any incidents of bullying can be dealt with swiftly and effectively.

Anti-Bullying Procedures   *Appendix 1*

Student Anti-Bullying Flowchart

It is important that any issues of concern are dealt with promptly.
A failure to do so may lead to further and possibly more serious forms of abuse taking place.

Give the victim the opportunity to sit and informally discuss the situation; provide a 'listening ear'.

Ascertain whether the incident is a bullying situation (refer to definition in the Bullying Policy).

If the incident is a bullying situation:

Summarise the College policy and procedure to the student

Inform the student that although you have a duty of care to report the incident they can give as much or little information as they feel comfortable and that the incident can be reported as anonymous.
In cases where potential or actual harm has taken place, anonymity cannot be guaranteed.

Reassure the student that the case will be reported to the Programme Mentors, who are an impartial team, who will work with the tutor to provide support.

Complete as much of the Bullying Alert Form as possible with the student, preferably using the Report It button on the Hub.

Let the student know about other areas of support for example, the Counselling Service, Students' Union and possible mediation within the department.

Run through the useful strategies and online support detailed in the Bullying Policy.

The Programme Mentors will contact the student within one week of the receipt of the form, at the very latest, and whenever practical, immediately.

The Programme Mentors will feedback outcomes to you on a Feedback Form.

STUDENT BULLYING ALERT FORM

Consider reporting electronically via the Report It button on the Hub.

All cases of bullying must be recorded even if the incident has been resolved satisfactorily.
Bullying Alert Form to be completed by any member of staff

CONFIDENTIAL

Name of member of staff completing form _____ Date _____

Details of the Alleged Bullying *(Please complete as many questions as possible)*

Date and time of incident _____

Where did the bullying happen? _____

Did anyone else see it happen, and if so who? _____
_____

Was the bullying a one-off incident or part of a bigger problem? _____
_____

What type of Bullying is it?

Please tick ✓   Cyber ☐   Text ☐   Stalking ☐   Physical ☐

           Rumours ☐   Name calling ☐   Other ☐

Was anyone physically hurt? If yes, please give brief details
_____

Did anyone need medical attention? If yes, please give brief details
_____

Who was doing the bullying? (name or description)
_____

Is anybody else involved in the bullying? _____
_____

Have you told anybody else about the bullying? _____
_____

Do you have any worries now that the bullying has been reported? _____
_____

Please see overleaf for a space for further comments

Student Details
(Optional in come cases - refer to confidentiality section in the policy for guidance)

Name of student affected	_____
Date of Birth	_____
Student ID	_____

Further Comments

Please now accompany the student to Student Services and ask to speak with a Programme Mentor or Student Services Manager.

If this is not possible, please forward this report to the Programme Mentors via the internal mail. Use the Report It button on the Hub if possible.

This means that the bullying has been recognised by the College and that a Programme Mentor will contact the student to see if they can help in any way.

In cases where, as a result of investigation, disciplinary or other practical action is needed by the faculty, details will be forwarded to the HoF.

The Programme Mentor will feedback outcomes to the member of staff completing the form.

STUDENT BULLYING REPORT

Today's Date: _____

Please tick one:

- **I am being bullied** ☐
- **I have seen someone else being bullied** ☐

Please give as much information as you can including where, when & who:

_____

Your name and student ID number:

_____

Department/Course:

_____

Have you discussed this with anyone else? Please say:

_____

Bully's name (if known and optional):

_____

Thank you for filling out this form. A Programme Mentor will work with your faculty and will contact you and offer support. The College will look into all issues raised.

We will contact you via your college email address.

Please now click the send button to submit to the Head of Student Services who will contact the relevant Programme Mentor.

BULLYING ALERT FORM FEEDBACK

Name of student

_____

Name of staff member who completed the bullying alert

_____

Programme Mentor

_____

Outcome

Date   _____

POLICY/PROCEDURE IMPACT ASSESSMENT

Wherever possible in responding to these questions, be specific and name organisations, individuals and or equality categories: Race; gender; age; disability; religion; faith; sexual orientation.

Name of policy/function being assessed:

Student Anti-Bullying Policy

Name of manager/group carrying out the assessment: Valerie Osborne

Is this a new or existing policy/procedure? Amended policy June 2012

STAGE 1

Wherever possible quote directly from policy/procedure documentation

1   Identify main aims of the policy/procedure

1.1 What is the aim, objective or purpose of the policy/procedure? To protect students, ensuring they feel safe at college by providing guidelines and support for staff and students to report and deal with bullying

1.2 Are there associated aims of the policy/procedure? What are they? Equality and diversity issues such as bullying because of perceived differences (e.g. homophobic) To comply with Safeguarding & Child Protection Procedures To address issues surrounding the potential misuse of new technologies such as social networking sites, mobile phones and e mail

1.3 What are you trying to achieve through the policy/procedure and why?

To introduce a central recording system for all cases of alleged bullying to enable assessment, monitoring and analysis of incidences of bullying in college.
To address every case of alleged bullying that is reported in college.
To provide support to students, both victim and bully.
To provide support and feedback to staff.

1.4 Who are the main stakeholders and who is responsible for the policy/procedure?

All staff and students in college.
Responsibility lies with the Student Services Manager and SMT

1.5 Who is intended to benefit from the policy/procedure and in what way?

All students and staff, by being clear on what will happen when incidences of bullying occur.

1.6 How do the policy/procedure outcomes help or hinder other organisational objectives, policies or values?

The Anti Bullying Policy and Procedure helps the following policies by highlighting emerging themes through the collection and analysis of data.

- Safeguarding & Child Protection
- Equality and Diversity
- Play IT Safe
- Student Disciplinary Policy
- Complaints Procedure

1.7 Is the responsibility for the writing or monitoring of the policy/procedure shared with any other department or authority/organisation? If so what responsibility and which other parties?

It will be owned by the Programme Mentors and Student Services, and will be monitored by CMT.

2   Information Collection

2.1 What information/data is available on the impact of this policy/procedure? When and how is it collected?

The amended procedure collects data centrally which will enable us to analyse and monitor cases and then measure the impact against all groups.
This does not exist currently

2.2 If gaps are identified in the data available; what records, data or information are you likely to need to develop and monitor an effective policy/procedure that benefits all groups equally?

The central recording of all instances of alleged bullying in college.

3   Relevance of policy/procedure

3.1 Will the policy/procedure involve or have consequences for the people the College serves and employs?

Yes, all students will be made aware of the policy and staff training will be made available. All staff will have a responsibility to address bullying situations by following the procedure.

3.2 In what areas are there concerns that the policy/procedure could have a differential impact (please tick)

AGE	☐	DISABILITY	☐	GENDER	☐	ALL	☐
RELIGION/BELIEF	☐	RACE	☐	SEXUALITY	☐		

3.3 What sort of concern is there that the policy/procedure could have a differential impact on these groups? Please give details (continue overleaf if necessary)

None

3.4 What evidence do you have for this?

The policy and procedure is designed to address issues arising from all six strands of E&D legislation as well as anything else that may result in bullying.

3.5 What are the risks associated with the policy in relation to the differential / adverse impact?

None

3.6 Please sign and date Initial Impact Assessment

Valerie Osborne
June 2012

3.7 Only proceed to Full IA if you have identified that there is, or could be, differential/adverse impact.

STAGE 2 FULL IMPACT ASSESSMENT – CONSULTATION; ANALYSIS and CONCLUSIONS

1 Consultation

1.1 Which relevant experts of equality groups have been approached to explore these issues? (Please give dates and details of contact)

1.2 How have you gained the views of these experts/interested groups (e.g. letter, meetings, workshops, interview, forums, questionnaires or any other method)?

1.3 Please give details of the views of the experts/interested groups on the issues involved.

1.4 Taking into account these views and the available evidence please outline the risks associated with the policy/procedure weighed against the benefits.

You will need to list any written submissions or minutes of meetings from consultation exercises and include the location of the original document.

You will want to make reference to any changes made to the policy/procedure, which are a direct result of the consultation; or if changes were suggested but not made, explain why.

2 Analysis and conclusions

2.1 What changes/modifications will now be made to the policy/procedure in the light of the Impact Assessment?

2.2 How will these changes/modifications be communicated to interested parties (i.e. the groups which were adversely affected) and those consulted?

STAGE 3 MONITORING, REVIEW, AND TRAINING

1   Monitoring

How will the policy/procedure and its effects on equality of opportunity and good relations be monitored once it becomes operational? Give full details of the type of data which will be collected and how and when it will be analysed. Will the monitoring include **qualitative** **methods, such as surveys, or follow-up consultations?**

2   Review

Does the policy/procedure have a review date to ensure ongoing compliance in light of emergent legislation and human rights, race relations, disability discrimination and case law? Detail who is responsible for carrying out the review and the date due (some policies/procedures may require more frequent review dependant upon circumstances).

3   Training

Is additional staff training required as a result of the introduction or implementation of this policy/procedure (or the changes made to it)?

STAGE 4   AUTHORISATION

Date of completion of Impact Assessment

Signed

Job Title

The completed Impact Assessment should be stored in the staff area Equality and Diversity IA folder.